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Superintendent of Public Instruction

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COVER

The picture on the cover shows the activities of a war production training class in hydraulics at the Sacramento Junior College. Adult students are trained in this class for work at the air depots and subdepots. Raymond J. Hitchcock, the instructor, took the photographs, and they are used here by his permission.

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WAR PRODUCTION TRAINING PROGRAM FOR AGRICULTURAL WORKERS

JULIAN A. McPHEE, Chief, Bureau of Agricultural Education; and
State Director, Rural War Production Training

A program of War Production Training for agricultural workers has been established in California under a state plan for the use of federal funds to provide instruction in methods of achieving war production goals in agriculture for out-of-school persons over 17 years of age in rural areas. The plan will be administered by the Chief of the Bureau of Agricultural Education of the California State Department of Education who is the State Director.

The farmers of America have been called upon to produce not only enough vital foods and supplies to feed this country and our Allies, but also enough food for a reserve supply from which to feed other countries after the war. This assignment cannot be met unless the farmers have expert assistance in learning to produce more farm goods with fewer laborers, less machinery, and smaller amounts of fertilizer and other supplies than those normally needed. These war production training courses are designed to offer assistance through systematic instruction and training in new skills that will make the farmer more efficient and increase his ability to produce.

Federal funds appropriated under Public Law 657, Seventy-Seventh Congress, Second Session, are to be used for this purpose. The funds allotted to California for this purpose are now on deposit in the state treasury and are to be used to reimburse local school districts for the costs incurred. Classes will be operated under essentially the same regulations as any other special day or evening class, but are subject to certain additional limitations.

Instruction will be limited to 18 different subjects which may, for convenience, be divided into three groups.

Mechanical and Shop Courses. This group include metal work, automotive mechanics (tractors and trucks), elementary electricity, and general woodworking. Each of these courses must be given, for a minimum of 120 hours, 15 hours a week for a period of from 6 to 10 weeks. Class sessions must be at least three hours in length.

Agricultural Mechanics Courses. The work in this group may be given in either of four phases: 1. Repair, operation and care of farm

implements and service equipment. 2. Operation, service, and minor repair of farm motors and engines in addition to service equipment and implements. 3. Major repair of farm motors. 4. Repair and construction of equipment essential to the attainment of commodity production goals. These farm mechanics courses must be given for a minimum of 36 hours of instruction, in session for at least three hours and must extend over a period of at least 2 weeks.

Commodity and Food for Victory Courses. There are nine kinds of commodities designated in which courses may be given in order to help increase their production: milk, beef, lamb and wool, pork, poultry meat, eggs, peanuts, soybeans, and commercial vegetables. These courses to increase farm production must be given in not less than 20 hours of instruction or in session of less than 2 hours in length.

A minimum of ten persons must be enrolled in order to organize and maintain a course. Classes may be held at any location where the necessary facilities are available and may be held at any time convenient. All persons 17 years of age or older are eligible for enrollment.

Where a need for War Production Training for agricultural workers is evident or expressed, the procedure to follow is essentially as follows: Request the regional supervisor of agricultural education serving the area for forms on which to make application for approval of courses. He will be in a position, also, to render assistance in setting up the course when requested.

To date, requests have been received from all parts of California for War Production Training courses for farm laborers with special interest shown in the training of such types as vegetable workers and milkers.

With a goal of 1400 courses, a most worth-while contribution can be made by rural schools to the war production program which establish such classes.

DEPARTMENTAL COMMUNICATIONS_____

BUREAU OF AGRICULTURAL EDUCATION

JULIAN A. McPHEE, Chief

CROP HARVESTING PROGRAM FOR HIGH SCHOOL VOLUNTEERS

More than a thousand city high school pupils will be given an opportunity during the next school year to learn about California agricultural production and farm labor problems as preparation for participation in the crop harvesting of 1943.

This year volunteer student help came chiefly from cities and towns located in the center of the crop production areas. Children in the larger cities were willing and eager to go—thousands volunteered to work—but organized facilities were lacking to insure steady work, transportation, and supervision. A number of agencies are now working to remove some of these obstacles before next summer.

A training program primarily designed for students living in such areas as would require them to live away from home during the crop harvesting season has been prepared by the Bureau of Agricultural Education, upon the request of California-United States Department of Agriculture War Board and the California State Department of Education.

Instructional materials are to be made available to schools. *Farm Victory Service*,¹ a bulletin in the form of an outline for teachers issued by the California State Department of Education, is intended to help teachers in preparing pupils to work in the farm harvest in 1943. Supplemental instructional material on the seasonal and geographical demands for farm labor and how to perform seasonal farm jobs and a quantity of visual aid material will also be supplied. The latter includes filmstrips and color slides of actual harvesting operations and will not be completed until all of the late crops are filmed—such as cotton and walnuts.

Members of the staff of the Bureau of Agricultural Education and the administrators of the larger school systems have made arrangements for this type of instruction and similar arrangements will be

¹ *Farm Victory Service*, Prepared by Staff of the Bureau of Agricultural Education and the Staff of the California Polytechnic School. Bulletin of the California State Department of Education, Vol. XI, No. 7, September, 1942.

made with the administrators of each school system that serve principally nonfarm young people. Excellent co-operation has been extended in every case. School officials generally are keenly aware of the vital part of food production in winning this war.

Although final plans remain to be worked out in each school system by the administrator and the regional supervisor of the Bureau of Agricultural Education, it appears likely that some schools will offer a separate course in Farm Victory Service as an elective, and other schools will include the material in existing courses. The teacher of this course should be, if possible, an individual who was reared on a farm and has a practical background in farming. In the schools serving rural pupils, where a department of vocational agriculture is established, the course may be taught to the nonfarm young people by the vocational agriculture teacher.

Many problems remain to be solved beside the in-school training program. These include organizing vacation farm labor to provide for steady employment throughout the summer period, a well-developed program for transporting, housing, and supervising the students; and a farmer-education program to teach the employer how to instruct and direct crews of high school pupils. State agencies in the war program and farm organizations are working on this program.

Most administrators have expressed the opinion that the material in the Farm Victory Service course will be most effective if offered during the second semester of the school year. This will give the information to the young people just before they would normally seek employment. School people point out that there will be jobs available in the commercial, industrial, distributive, and service occupations next year for virtually every boy or girl employable and willing to work. Therefore, agriculture must present a good argument to get workers for the essential job of helping feed the armed forces and the civilian population.

All material except the visual aids will be distributed at once to the school administrators, and they will also be advised where and how to get the filmstrips and color slides.

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

The Department of Public Health. Prepared by members of the staff of the Department of Public Health. Administrative Agencies of California State Government, Bulletin No. 3. Sacramento: California State Department of Education, October, 1942. Pp. vii + 22.

This bulletin is the third in a series on agencies of state government prepared for use in the public schools. The publications have been issued to supplement civics textbooks by providing material not hitherto available from any one source. They are also intended to supply information on the various departments that is now sought through correspondence.

Copies of the bulletin will be distributed to the secondary schools of the state in quantities of from two to ten depending on the size of the school. The bulletin should be placed in the school library for the use of teachers and pupils. Information concerning the distribution of this series of bulletins may be obtained from the Division of Textbooks and Publications of the California State Department of Education.

INTERPRETATIONS OF SCHOOL LAW=====

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

ATTORNEY GENERAL'S OPINIONS

Compulsory Education Laws and Employment of Persons Subject Thereto

The fact that School Code sections 1.177 and 1.393 direct that school time shall be added to work time or employment time does not indicate that, for purposes other than the application of the School Code, time spent in school is to be treated as labor or employment time.

A minor attending school five hours a day Monday through Friday and laboring three hours a day on each of the five days may labor not more than six hours a day on Saturday and Sunday since he would come within the exception of Labor Code section 556 because he has a total of twenty-seven hours of labor per week and not exceeding six hours in any one day; but such minor could not be employed for eight hours on the sixth and seventh days of the week since if on the sixth day he labored for more than six hours, he may not labor or be employed on the seventh day because of Labor Code sections 510-556.

A minor attending school five days a week and not otherwise employed on those days, may be permitted to work on the two remaining days not exceeding eight hours on any one day but not before 5:00 a.m. or after 10:00 p.m. under Labor Code section 1391.

The exemptions contained in Labor Code section 554 apply alike to adults and minors when school hours are not to be added to labor or employment hours.

A minor between sixteen and eighteen years of age may work eight hours a day, six days a week and attend school four hours on the seventh day without there being a violation of Labor Code section 1391.

Under School Code section 1.177 it is the duty of a person issuing a school permit to work to revoke such permit should the health of such minor or his schooling become impaired by the work performed. (AGO NS4138, March 5, 1942.)

Effect of Suspension, Revocation, or Expiration of a Teacher's Credential

Upon the suspension, revocation, or expiration of a credential issued by the State Board of Education to a person employed by a school district in a position requiring certification qualifications and upon which his right to employment in such position is based, such person ceases to be an employee of the district and, where the credential has been suspended he has no right to reemployment in the district upon the expiration of the period of suspension (citing School Code sections 2.90-2.95 and 5.170-5.508). (AGO NS4273, April 29, 1942, and AGO NS4273a, June 3, 1942.)

Employment of Probation Officer as a Public School Teacher

Neither an assistant probation officer nor a group supervisor appointed by the Chief Probation Officer of San Diego County under Welfare and Institutions Code sections 663 and 664 and section 56 of the San Diego County Charter may be employed as a public school teacher since such officers and supervisors are required to be on duty twenty-four hours a day. (AGO NS4185, March 30, 1942.)

Employment of State Civil Service Employee as a Public School Teacher

A nurse who is a civil service employee of the state may also be employed by a school district as an instructor for a class in home nursing without her civil service status being affected if the employment by the district does not interfere with her duties as a state employee. (AGO NS4040, January 20, 1942.)

Exemption from Order of County Board of Education Requiring Examination for Tuberculosis

A county board of education in making an order under School Code section 5.540 requiring each certificated employee of school district under the jurisdiction of the board to have on file with the county superintendent of schools a certificate from a licensed physician and surgeon showing that the employee has submitted to a physical examination within three years last past and has been found free of active tuberculosis, may, in its discretion, exempt from such order persons depending exclusively upon prayer for healing in accordance with the teachings of any recognized religious sect, denomination, or organization, provided,

(a) that the person filed with the county superintendent of schools an affidavit setting forth that he depended exclusively upon prayer for healing in accordance with the teachings of a named recognized

religious sect, denomination, or organization and that he was to the best of his knowledge and belief free from any symptoms of active tuberculosis and that he claimed exemption on such grounds, and

(b) that if at any time there existed probable cause for believing that such person was afflicted with active tuberculosis, the person could be required by a county board of education to submit to a physical examination by a physician and surgeon by the board.

Where an order has been made not providing for such exemption, the county board of education may subsequently amend its order to provide for such exemption.

The failure of a teacher who is not exempted from an order of a county board of education made under School Code section 5.540 and who comes within such order to comply with the order subjects the teacher to action for his dismissal.

The physical examination which may be required under School Code section 5.540 is such an examination as will be sufficient in the judgment of the examining physician and surgeon to serve as basis for his certificate. (AGO NS4533, September 19, 1942.)

NOTE: County boards of education who may wish to provide for exemptions referred to in Opinion NS4533 of the Attorney General may secure a suggested form of exemption clause and affidavit from the Administrative Adviser of the State Department of Education.

FOR YOUR INFORMATION_____

HIGH SCHOOL VICTORY CORPS

Every high school student in the United States will have the opportunity to take a definite place in the national war effort through a voluntary enrollment plan recently announced.

Endorsed by the United States Army and Navy, the United States Department of Commerce, and the National Council of Chief State School Officers, and based upon the recommendations of the United States Office of Education Wartime Commission of which John W. Studebaker, U. S. Commissioner of Education, is chairman, the plan calls for the creation of a High School Victory Corps in each public and private secondary school throughout the country.

Simultaneous with announcement in Washington, superintendents of public instruction and commissioners of education in the different states are asked to call on school boards and school officials to undertake the program locally as soon as possible. A manual setting forth purposes, objectives, and recommended methods of organization has been issued by the United States Office of Education and sent to all superintendents of schools and high school principals in the nation.¹

There are two chief aims of the High School Victory Corps: first, immediate, accelerated and special training of youth for that war service they will be expected to perform after leaving school; second, active participation of youth while still in school in the community's war effort.

The following objectives will be pursued both inside and outside the classroom: (1) guidance of youth into critical services and occupations; (2) wartime citizenship training to insure better understanding of the war, its meaning, progress and problems; (3) physical fitness; (4) voluntary military drill for selected boys; (5) competence in science and mathematics; (6) pre-flight training in aeronautics for those preparing for air service; (7) pre-induction training for critical occupations; (8) community service including training for essential civilian activities.

BASIS OF MEMBERSHIP

Every pupil enrolled in high school will be eligible to join the general membership of the High School Victory Corps. Students within

¹ *High School Victory Corps: A National Voluntary Organization for Secondary Schools Designed to Mobilize Secondary School Students for More Effective Preparation for and Participation in Wartime Service.* Victory Corps Series Pamphlet No. 1. Washington: United States Office of Education, Federal Security Agency, 1942.

two years of completing high school are eligible for admission to any one of the five special service divisions: (1) Land Service, which calls for preinduction training for all branches of the Army except the air; (2) Air Service; (3) Sea Service, which provides training for all branches of the Navy except the air; (4) Production Service, preparing for war industries and agriculture; (5) Community Service, preparing for medical, nursing, teaching, and numerous other professions, and for business and civic services.

What the plan will mean to the individual student enrolled in the Victory Corps has been detailed in the manual. The following requirements for membership have been established:

1. The student should be participating in a school physical fitness program appropriate to his abilities and probable contribution to the war effort.
2. The student should be studying courses of immediate and future usefulness to the war effort.
3. The student should be participating in at least one wartime activity or service such as air warden, fire watcher, Red Cross worker, farm aid, salvage work, care of small children of working mothers, and the like.

Requirements for membership in the five service divisions are more extensive. Thus if a boy is within about two years of completing high school and can pass the physical and mental tests, membership in the Air Service Division will require that he engage in at least three of the following programs:

1. One year of high school physics and three years of high school mathematics
2. Preflight aeronautics
3. Automechanics, radio, electricity, or vocational shop courses in servicing, maintenance or repair of aircraft
4. Physical education and fitness
5. Military drill.

Course requirements, physical fitness, and drill programs have been planned in light of requests from the armed forces. Army manuals in process of publication will be used for certain preinduction courses. Others are in preparation. A manual prescribing a physical fitness program to fit high school youth for war demands has been drafted already and soon will be sent to all schools. Basic to the whole Victory Corps plan is the aim of shortening the time now needed to train men and women after they have enrolled in the armed forces or in war industries.

LOCAL ADMINISTRATION

Although national in scope the High School Victory Corps will be administered by State and local school authorities. Each Chief State School Officer has been invited to name a State Victory Corps director and a State advisory committee composed of educators and civic group representatives.

City and county superintendents have been asked to appoint local directors and community advisory committees. If a high school is large it is recommended that the principal name a Victory Corps director for the high school and appoint teachers to act as counselors for each of the respective divisions. Parents, Victory Corps members, and teachers all would have membership on the High School Victory Corps Council which would help develop policies and plans.

Each youth who enrolls will sign the following pledge:

In making this application I pledge myself, if accepted for membership, to strive to be worthy of wearing the general insignia of the Victory Corps. I will efficiently perform any community war services within the limits of my ability and experience; and I will diligently seek to prepare myself for future service whether in the Armed Forces, in war production, or in essential civilian occupations.

In evidence of my present qualifications for general membership in the Victory Corps I submit the following statement of my program of studies and of my extra-curricular activities and community services related to the Nation's war effort.

CASH PRIZES FOR WINNERS OF ESSAY WRITING CONTEST

A \$1,000 cash prize will be won by some high school pupil in the United States for writing the best essay, from 500 to 1,000 words, on the subject of "United We Win." Principals and teachers are urged to inform their pupils about this opportunity and, if this essay can be scheduled as a class assignment, to make such arrangement in the current semester's program.

The prize is the first award in the 1942-43 National Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. Other prizes in this eighth annual competition are \$500, second award; \$250, third; \$100, fourth; ten awards of \$10, and ten more of \$5.

The prizes being offered in this contest should be especially alluring to high school pupils who must support themselves in college. The amount of these awards is enough to help many pupils begin a successful college career.

A folder containing complete information on the rules and regulations of this Essay Contest may be obtained from the Essay Contest Chairman of local units of the Ladies Auxiliary or by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 W. 34th Street, Kansas City, Missouri.

A. F. OF L. RESOLUTION IN SUPPORT OF EDUCATION

The following resolution on safeguards for youth and education was adopted at the forty-third annual convention of the California State Federation of Labor in Long Beach on September 21 to 25, 1942.

PROTECTING EDUCATIONAL OPPORTUNITIES FOR THE YOUNG

Resolution No. 45—Presented by Executive Council, California State Federation of Labor, San Francisco.

Whereas, Although immense expenditures for war are forcing us to curtail funds for many civilian purposes; and

Whereas, There are some civilian activities which are as indispensable to life and the war itself as are military and production preparations and should not be jeopardized even in this hour of peril; and

Whereas, Educational opportunities for the young seeking to develop their minds and their training for the various occupations and provisions in life are of greater importance today than ever before, not only to win the war through a continually renewed supply of technically skilled workers on all fronts at home and abroad, but to ensure the peace that will follow; and

Whereas, We must see to it that appropriations for this purpose are maintained without limit or restriction of these vital activities; and

Whereas, Sufficient properly trained personnel for teaching positions is being seriously threatened because persons trained for teaching now find they can get higher incomes by taking positions in government service or private business; and

Whereas, The basic pay of Government stenographers or clerks is approximately \$1500 a year; therefore, be it

Resolved, That the Forty-third Annual Convention of the California State Federation of Labor go on record favoring salaries for all school teachers to be higher than this minimum, because of the time required for the training and the need of attracting the most competent personnel; and be it further

Resolved, That copies of this resolution be sent to the appropriate bodies having jurisdiction over teachers' salaries; and be it finally

Resolved, That a copy of this resolution be sent to the A. F. of L. Convention.

RESOLUTIONS OF CALIFORNIA SCHOOL SUPERINTENDENTS

The following resolutions were adopted by the Association of California Public School Superintendents at Los Angeles on October 14, 1942.

THE CALIFORNIA PUBLIC SCHOOL SUPERINTENDENT'S ASSOCIATION BELIEVE THAT:

1. *Education is an essential service of democracy both in War and Peace.* Among the many public statements concerning the essential nature of education is that of President Franklin Roosevelt addressed "To the Educators of the United States" in *Education for Victory*, September 15, 1942: "Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace."

The Association points with pride to this statement of the President of the United States which is indicative of the high regard for education in the nation.

2. *The objectives of education should be re-examined and, if necessary, modified to meet existing war needs.* In the light of war needs it is necessary to evaluate and re-organize our aims. The fundamentals of child growth and development remain unchanged, and little modification is indicated in elementary education. It is becoming more and more apparent that secondary education must be geared to meet specific war needs in fields of health, industry arts, mathematics, home making, science, social studies, and so forth. Long-range planning also is essential to meet the needs of the peace which must follow.

3. *The fundamentals of education include training the ideals and benefits of American Democracy as well as training in the 3R's and the usual subject skills.* In the words of the President of this Association, Walter L. Bachrodt, "we never have gotten away from the fundamentals of education and we never will." Educators must be ever alert in order that they may not become divided by the opponents of modern education.

4. *Co-ordination of the extra school activities caused by the war effort is needed.* Before and since Pearl Harbor many extra demands have been made on the schools, such as industrial training, sugar rationing, war bonds and stamps, scrap campaign, victory corps, victory gardens, new courses of study, and working in harvesting. It is becoming more and more apparent that the needs exist in the state of California as well as the nation at large for co-ordinating the activities of various sponsoring agencies. A committee of the State Department of Education or a committee of the State Association, or both, should be appointed for the purpose of co-ordinating federal, state and local war activities in the schools.

5. *Federal aid is imperative.* A comprehensive program of aid for public elementary and secondary schools by the federal government has been a long-standing need in the United States. Many studies have been made covering all aspects of this problem. The members of this Association are urged to support N.E.A. sponsored Senate Bill 1313 (as amended in 1942) and to do everything feasible, in their respective districts, to develop public opinion in support of this measure.

6. *Public Education should be extended to meet the war needs.* Women should be recruited for essential war service on the basis of their ability to do the necessary work and in the order that they are not needed in the home to care for their children. The War Manpower Commission should authorize the complete registration and mobilization of women similar to that already under way for men through selective service. The schools stand ready to help in this registration as they have in previous registrations and rationing.

It is especially important that the war emergency nursery schools for children of working mothers be financed by Federal funds, administered by the local district through the State Department of Education.

State legislation should be enacted at an early date to clarify legal questions involved and to make possible the development of an effective program under public school direction. In this legislation, distinction should be made between nursery education and child care. The latter to be authorized for the war emergency

7. *Lowering of the present standards for the certification of teachers should be made for the war period only and as the needs exist.* Because of the teacher shortage, needs are now apparent for the granting of credentials to teachers who are not qualified under the present requirements. It now seems advisable for the revision of these requirements in order to assure an adequate supply of teachers. The Association recommends that any lowering of certification standards be of a temporary and war emergency measure.

8. *Research studies have proved the effectiveness of modern education.* For many years scientific research studies have been made by colleges and universities as well as independent school systems. These studies prove, without the possibility of contradiction, that the teachers of California (in the words of our Association President) have done a "grand job". In addition to doing "a grand job", and in the words of Superintendent Dexter the Army and Navy acknowledge that the schools have taught students the art of how to work together effectively.

9. *Any attempt to repeal the California Income Tax law should be opposed.* No. 4 on November 3, 1942, ballot, an initiative constitutional amendment would repeal the present personal income tax law, and thereby jeopardize school finances in subsequent years.

10. *Teachers of science, mathematics, physical and industrial education in many instances are essential to the war effort and should be retained in the schools.* The Association requests both its officers and the State Department of Education to use their offices to assist local school districts to secure deferment of teachers who are considered essential to the prosecution of the war.

11. *Proposition No. 9 on ballot in November 3, 1942, election (Assembly Constitution Amendment No. 61) should receive favorable support.* The salary of the State Superintendent of Public Instruction of California is unjustifiably low as are other salaries included in the bill. The legislature is powerless to make any adjustments in compensation to changing conditions. This bill should therefore receive the merited support of the citizens of the State.

12. *The minimum number of days of the school year required by law should not be reduced.* However, because of war emergencies legislation should be enacted authorizing local districts to maintain schools on selected holidays without loss of state appropriations for the war period, thus making it possible to lengthen the vacation periods for seasonal employment.

Appreciation. We extend our appreciation to the officers of the State Department of Education, the Association, the local Committee on Arrangements, the Management of the Ambassador Hotel, and the many others who have contributed to our convenience and enjoyment while in attendance at the Annual Conference.

B. F. ENYEART, City Superintendent of Schools, Burbank, *Chairman*
RAY ADKINSON, County Superintendent of Schools, Orange County
A. B. CAMPBELL, Assistant Superintendent, Berkeley Public Schools
ROBERT E. CRALLE, City Superintendent of Schools, Inglewood

J. E. HURLEY, Superintendent, Siskiyou Joint Union High School District
THOMAS L. NELSON, Superintendent, Kern County Union High School District
JOHN W. TAYLOR, County Superintendent of Schools, Mendocino County
JOHN H. WALDRON, Superintendent, Colton Elementary School District

PROFESSIONAL LITERATURE

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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Robert M. Dulin, President, 9507 Santa Monica Boulevard, Beverly Hills	1945
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 - Frank B. Lindsay, Assistant Chief of Division of Secondary Education
- Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
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- Helen Heffernan, Chief of Division of Elementary Education
 - Assistant Chief
 - Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance
- George C. Mann, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles
 - Leo Jones, Co-ordinator, Federal Education Projects, 311 State Building, Los Angeles
- Verne S. Landreth, Chief of Division of Physical and Health Education
 - Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
- Chas. Bursch, Chief of Division of Schoolhouse Planning
 - Doyt Early, School Architect
- Ivan R. Waterman, Chief of Division of Textbooks and Publications
 - W. S. Dyas, Chief of Bureau of State Printed Textbooks
- Raymond C. Perry, Chief of Division of Teacher Training and Certification
- Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 - Eleanor Hitt, Assistant Librarian
- J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of Bureau of Trade and Industrial Education
 - Julian A. McPhee, Chief of Bureau of Agricultural Education, President of California Polytechnic School, San Luis Obispo
 - Ira W. Kibby, Chief of Bureau of Business Education
 - Maude I. Murchie, Chief of Bureau of Homemaking Education
 - H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 - J. M. Dodd, District Supervisor of Vocational Rehabilitation, 515 California Building, 515 Van Ness Ave., San Francisco
 - W. E. Smith, District Supervisor of Vocational Rehabilitation, 800 Metropolitan Water District Building, 306 West Third Street, Los Angeles
- Commission for Special Education
 - H. D. Hicker, Chief of Bureau of Vocational Rehabilitation, Chairman
 - R. S. French, Chief of Bureau for the Education of the Blind, Superintendent, California School for the Blind, Berkeley
 - Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 502 California Building, 515 Van Ness Ave., San Francisco
 - Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance
 - Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Superintendent, California School for the Deaf, Berkeley